**AP World History Curriculum**

**Course Description:** This rigorous course covers World History from its foundation to the present. The course is primarily concerned with the evolution of global processes and contacts in interactions with different types of human societies. Lecture analysis of primary source documents and discussion will be the standard approach to the course content. Critical thinking and writing skills are emphasized. The student will be expected to do daily reading outside of class.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6 Class Periods</td>
<td>Period 1: Technological and Environmental Transformations, to c. 600 BCE</td>
<td>Topic 1: Paleolithic and Neolithic Ages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Ancient River Valley Civilizations</td>
</tr>
<tr>
<td>12-13 Class Periods</td>
<td>Period 2: Organization and Reorganization of Human Societies, C. 600 BCE to c. 600 CE</td>
<td>Topic 1: Classical Political Organization</td>
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<tr>
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<td>Topic 2: Religious and Philosophical Movements</td>
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<tr>
<td>16-19 Class Periods</td>
<td>Period 3: Regional and Transregional Interactions, c. 600 CE to 1450 CE</td>
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<td>Topic 2: Rise of Asian Dominance</td>
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<td>Topic 3: Impact of Disease, Technology, and Migrations</td>
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<tr>
<td>16-19 Class Periods</td>
<td>Period 4: Global Interactions c. 1450 CE to 1750 CE</td>
<td>Topic 1: Colombian Exchange</td>
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<td></td>
<td>Topic 2: Rise of Trading and Land-Based Empires</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Imperial Expansion and Consolidation</td>
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Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>16-19 Class Periods</th>
<th>Period 5: Industrialization and Global Integration, c. 1750 to c. 1900</th>
<th>Topic 4: Impact of the Silver Trade</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Topic 1: Political Revolutions</td>
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</tr>
<tr>
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<td>Topic 2: The Industrial Revolution</td>
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<tr>
<td>16-19 Class Periods</td>
<td>Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present</td>
<td>Topic 1: Global Conflicts</td>
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<td></td>
<td></td>
<td>Topic 2: Advances in Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Society and Culture in a Post-Modern World</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
Unit 1: Period 1: Technological and Environmental Transformations, to c. 600 BCE

Subject: AP World History
Grade: 10-12
Name of Unit: Period 1: Technological and Environmental Transformations, to c. 600 BCE
Length of Unit: 4-6 days
Overview of Unit: Ancient River Valley Civilizations

Priority Standards for unit:
- Key Concept 1.1. Big Geography and Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Supporting Standards for unit:
The Four Historical Thinking Skills:
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Themes:
1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paleolithic and Neolithic Ages</td>
<td>Identify</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Paleolithic and Neolithic Ages</td>
<td>Compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture and Pastoralism</td>
<td>Compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture and Pastoralism</td>
<td>Analyze</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Location of River Valleys</td>
<td>Identify</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>River Valley Political Structures</td>
<td>Compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Dev of River Valley Culture</td>
<td>Analyze</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Dev of River Valley Culture</td>
<td>Cite Evidence</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
Essential Questions:
1. How did the transition from the Paleolithic to the Neolithic Age impact the way of life for human beings?
2. Why did early civilizations develop near river valleys?
3. How did ancient societies interact with and influence each other?

Enduring Understanding/Big Ideas:
1. The transition from the Paleolithic to the Neolithic Age caused a shift from nomadic, hunter-gatherer lifestyles to settled, agricultural lifestyles and pastoral lifestyles.
2. Early civilizations developed near river valleys because of their ample resources for farming and other economic activities.
3. Ancient Civilizations came in contact with each other through trade, migration, and warfare. They influenced the development of technology, religions, writing systems, and other aspects of culture.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>demographics</td>
<td>Paleolithic</td>
</tr>
<tr>
<td>migration</td>
<td>Neolithic</td>
</tr>
<tr>
<td>political</td>
<td>agriculture</td>
</tr>
<tr>
<td>social</td>
<td>pastoral</td>
</tr>
<tr>
<td>economic</td>
<td>domesticated</td>
</tr>
<tr>
<td>cultural</td>
<td>technology</td>
</tr>
<tr>
<td>geographic</td>
<td>metallurgy</td>
</tr>
<tr>
<td>environment</td>
<td>civilization</td>
</tr>
<tr>
<td></td>
<td>architecture</td>
</tr>
<tr>
<td></td>
<td>polytheism</td>
</tr>
<tr>
<td></td>
<td>monotheism</td>
</tr>
<tr>
<td></td>
<td>patriarchal</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
Textbook
AP World Review Guide
Topic 1: Paleolithic and Neolithic Ages

Engaging Experience 1
Title: Mapping Similarities and Differences for the Paleolithic and Neolithic Ages
Suggested Length of Time: 15 minutes

Standards Addressed

Priority:
○ Key Concept 1.1. Big Geography and Peopling of the Earth
○ Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis

● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions: Students will create a Venn Diagram and use it to list similarities and differences between the Paleolithic and Neolithic Ages. They will specifically compare characteristics regarding way of life and organization.

Blooms Levels: Compare (Level 4)
Webb’s DOK: Describe, Compare, and Contrast (Level 3)
Rubric: To be created

Board Approved: April 23, 2015
Topic 2: Ancient River Valley Civilizations

Engaging Experience 1

Title: Comparison Thesis Statement Writing Practice for Ancient River Valleys
Suggested Length of Time: 15 Minutes

Standards Addressed

Priority:
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions: Students will create a complex, comprehensive thesis statement that compares the political structures of Ancient Egypt and Ancient Mesopotamia. To do this, students will practice writing thesis statements in class that include Egypt and Mesopotamia, mention similarities and differences, and discuss specific issues that go beyond the question.

Blooms Levels: Compare (4)
Webb’s DOK: Describe, Compare, and Contrast (Level 3)
Rubric: To be created

Engaging Experience 2

Title: Comparison Essay over the Impact of Geography on Ancient River Valleys
Suggested Length of Time: 40 Minutes (or how long it takes students to complete assignment outside of class)

Standards Addressed

Priority:
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

Board Approved: April 23, 2015
Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions: Students will compose an essay comparing the impact of geography on the development of two of the four Ancient River Valley Civilizations. They can choose between Ancient India, Ancient China, Ancient Mesopotamia, or Ancient Egypt. They will write the essay following the model of set forth by the National AP World Curriculum.

Blooms Levels: Compare (4)

Webb’s DOK: Describe, Compare, and Contrast (Level 3)

Rubric: See National AP World History Comparison Rubric

Board Approved: April 23, 2015
Culminating Activity

Unit Test (Multiple Choice and Essay Section)

**Rubric for Culminating Activity:** See National AP World History Rubrics

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mapping Similarities and Differences for the Paleolithic and Neolithic Ages</td>
<td>Students will create a Venn Diagram comparing the Paleolithic and Neolithic Ages</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Comparison Thesis Statement Writing Practice for Ancient River Valleys</td>
<td>Students will create a complex, comprehensive thesis statement that compares the political structures of Ancient Egypt and Ancient Mesopotamia</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Comparison Essay over the Impact of Geography on Ancient River Valleys</td>
<td>Students will compose an essay comparing the impact of geography on the development of two of the four Ancient River Valley Civilizations.</td>
<td>40 minutes (approximate--will be done outside of class)</td>
</tr>
</tbody>
</table>
Unit 2: Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

Subject: AP World History
Grade: 10-12
Name of Unit: Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE
Length of Unit: 12-13 days
Overview of Unit: Classical Civilizations and Empires

Priority Standards for unit:
- Key Concept 2.1. The development and codification of religious and cultural traditions
- Key Concept 2.2. The development of states and empire
- Key Concept 2.3. Emergence of transregional networks of communication and exchange

Supporting Standards for unit:
The Four Historical Thinking Skills:
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Themes:
1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

<table>
<thead>
<tr>
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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>religious and philosophical belief systems</td>
<td>compare</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>role of gender in belief systems</td>
<td>compare</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>origin and spread of religious and belief systems</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>artistic and architectural expressions</td>
<td>identify</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>locations of classical civilizations and empires</td>
<td>identify</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>techniques of imperial administration</td>
<td>compare</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
Essential Questions:

1. How did classical civilizations and empire develop similarly and differently in regards to imperial administration, social structures, and economic systems?
2. How do religious and philosophical systems spread and impact the development of classical civilizations and empires?
3. What commercial trade routes developed in the classical period and how did they impact the culture and the economic systems of big empires?

Enduring Understanding/Big Ideas:

1. Classical civilizations and empires have developed complex bureaucratic administrative systems, patriarchal/hierarchical social structures, and centralized economic systems based on agriculture and trade.
2. Religious and philosophical systems spread through trade, migration, and warfare and changed classical civilizations effecting their political and social structures in different ways.
3. Commercial trade routes such as the Silk Road developed allowing far flung empires to exchange luxury goods as well as spread religions such as Christianity and Buddhism.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codify</td>
<td>Bureaucracy</td>
</tr>
<tr>
<td>Belief Systems</td>
<td>City-States</td>
</tr>
<tr>
<td>Empire</td>
<td>Coerced Labor</td>
</tr>
<tr>
<td>Cultural Diffusion</td>
<td>Trans-Regional</td>
</tr>
<tr>
<td>Diplomacy</td>
<td>Maritime</td>
</tr>
<tr>
<td></td>
<td>Luxury Goods</td>
</tr>
<tr>
<td></td>
<td>Epidemic</td>
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</tbody>
</table>

Resources for Vocabulary Development:

Textbook
AP World Review Guide

Board Approved: April 23, 2015
Engaging Experience 1
Title: DBQ Essay Prep
Suggested Length of Time: ½ - 1 full class period

Standards Addressed

Priority:
- Key Concept 2.1. The development and codification of religious and cultural traditions
- Key Concept 2.2. The development of states and empire
- Key Concept 2.3. Emergence of transregional networks of communication and exchange

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions: Students prepare to write a DBQ essay using a variety of methods including the following: (1) DBQ Seminar which includes a guided discussion with primary sources. The discussion teaches students to analyze documents based on how the College Board expects them to write the DBQ Essay; (2) Students complete SOAPSTONE activity; (3) students complete a visual DBQ as a group; (4) These practice writing activities

Blooms Levels: Evaluation (6)
Webb’s DOK: Level 4
Rubric: see College Board DBQ Rubric

Engaging Experience 2
Title: DBQ
Suggested Length of Time: Take home or 60 minutes in class period

Standards Addressed

Priority:
- Key Concept 2.1. The development and codification of religious and cultural traditions
○ Key Concept 2.2. The development of states and empire
○ Key Concept 2.3. Emergence of transregional networks of communication and exchange

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis
● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

**Detailed Description:** Student will write a DBQ essay relevant to the unit.

**Blooms Levels:** Evaluation (6)

**Webb’s DOK:** Level 4

**Rubric:** see College Board DBQ Rubric
Topic 2: Religious and Philosophical Movements

Engaging Experience 1
Title: Comparative Essay Prep
Suggested Length of Time: ½ to full class period
Standards Addressed

Priority:
○ Key Concept 2.1. The development and codification of religious and cultural traditions
○ Key Concept 2.2. The development of states and empire
○ Key Concept 2.3. Emergence of transregional networks of communication and exchange

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis
● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions: Students will complete comparative essay prep activities which include: (1) compare and contrast charts (i.e. Venn Diagrams, T-Charts); (2) class based discussion; (3) Thesis writing activities

Blooms Levels: Evaluation (6)
Webb’s DOK: Level 4
Rubric: see College Board Comparative Essay Rubric

Engaging Experience 2
Title: Comparative Essay Classical Civilizations and Empires
Suggested Length of Time: 40 minutes in class or take home
Standards Addressed

Priority:
○ Key Concept 2.1. The development and codification of religious and cultural traditions
○ Key Concept 2.2. The development of states and empire

Board Approved: April 23, 2015
Key Concept 2.3. Emergence of transregional networks of communication and exchange

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions: Student will write a comparative essay

Blooms Levels: Evaluation (6)

Webb’s DOK: Level 4

Rubric: see College Board Rubric

Board Approved: April 23, 2015
### Culminating Activity

**Culminating Activity**
Unit Test (Multiple Choice and Essay Section)

**Rubric for Engaging Scenario:** See National AP World History Rubrics

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DBQ Essay Prep</td>
<td>Students prepare to write a DBQ essay using a variety of methods including the following: (1) DBQ Seminar which includes a guided discussion with primary sources. The discussion teaches students to analyze documents based on how the college board expects them to write the DBQ Essay; (2) Students complete SOAPSTONE activity; (3) students complete a visual DBQ as a group; (4) These practice writing activities</td>
<td>½ to Full Class Period</td>
</tr>
<tr>
<td>1</td>
<td>DBQ</td>
<td>Student will write a DBQ essay relevant to the unit.</td>
<td>Take home or 60 minutes in class</td>
</tr>
<tr>
<td>2</td>
<td>Comparative Essay Prep</td>
<td>Students will complete comparative essay prep activities which include: (1) compare and contrast charts (i.e. Venn Diagrams, T-Charts); (2) class based discussion; (3) Thesis writing activities</td>
<td>½ to Full Class Period</td>
</tr>
<tr>
<td>2</td>
<td>Comparative Essay Classical Civilizations and Empires</td>
<td>Student will write a comparative essay</td>
<td>40 minutes in class or take home</td>
</tr>
</tbody>
</table>
Unit 3: Period 3: Regional and Transregional Interactions, c. 600 CE to 1450 CE

Subject: AP World History
Grade: 10-12
Name of Unit: Period 3: Regional and Transregional Interactions, c. 600 CE to 1450 CE
Length of Unit: 16-19 days
Overview of Unit: Post-Classical World

Priority Standards for unit:
- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Supporting Standards for unit:
The Four Historical Thinking Skills:
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Themes:
1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>new and existing trade routes and their impact</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>development of new empires</td>
<td>compare</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>impact of migration and nomadic conquests</td>
<td>evaluate</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>development and proliferation of new technology</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>clashes between belief systems and their impact</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
**Essential Questions:**

1. How did the networks of communication and exchange change and stay the same during the Post-Classical Era?
2. What new political structures and belief systems developed from 600-1450 CE and how did they impact the interaction between societies?
3. Why are there both positive and negative consequences of navigational technology?

**Enduring Understanding/Big Ideas:**

1. During the Post-Classical time frame, the Silk Road and Indian Ocean trade routes expanded in their use while new trade routes, such as the Trans-Saharan route, were spurred by increasing contacts between regions.
2. New political structures and belief systems develop in the Middle East, Europe, and Asia leading to the exchange of goods and ideas through trade and conflict.
3. Navigational technology made trade and communication easier and faster, but also led to the spread of disease and increase in conflict between civilizations.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Plague</td>
</tr>
<tr>
<td>Disease</td>
<td>Monsoons</td>
</tr>
<tr>
<td>Urban</td>
<td>Caravan</td>
</tr>
<tr>
<td>Rural</td>
<td>Tribute</td>
</tr>
<tr>
<td>Interregional</td>
<td>Feudalism</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Textbook
AP World Review Guide

Board Approved: April 23, 2015
Topic 1: Trade Routes by Land and Sea

Engaging Experience 1
Title: Mapping of Time Frames
Suggested Length of Time: 15 minutes

Standards Addressed

Priority:
○ Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
○ Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis

● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will fill in a time frames chart that looks at cause/effect relationships through the time period. Students will attempt to answer the question, “Analyze the use of regional trade routes from 600 to 1450 CE. What has changed and what has stayed the same?”. Students will block out evidence using the “three points of reference” model (beginning, catalyst, end)

Blooms Levels: Analyze (Level 4)
Webb’s DOK: Analyze interrelationships among concepts (Level 3)
Rubric: To be created
Engaging Experience 1
Title: Change Over Time/Continuities Essay over the Rise of Asian Dominance
Suggested Length of Time: 40 minutes (approximate-- will be done outside of class)

Standards Addressed

Priority:
- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will compose an essay analyzing the changes and continuities in the rise of Asian Dominance from 600 to 1450 CE. They will bring in evidence relating to economic and political changes. They will have time outside of class to work on it, and it will be graded using the basic core of the CCOT rubric.

Blooms Levels: Analyze (4)
Webb’s DOK: Analyze interrelationships among concepts (Level 3)
Rubric: See National AP World History Continuity/Change Over Time Rubric
Engaging Experience 1
Title: Free Response Essay--Disease, Technology, and Migrations
Suggested Length of Time: 15 Minutes

Standards Addressed

Priority:
- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Chronological Reasoning
  - Comparison and Contextualization
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment
  - Development and Interaction of Cultures
  - State-Building, Expansion, and Conflict
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will argue with supporting evidence which factor had a bigger impact on development during this time period: Disease, Technology, and Migrations. Students must pick only one option and give several specific examples in support of their argument.

Blooms Levels: Evaluate (Level 4)
Webb’s DOK: Cite Evidence and Develop a Logical Argument (3)
Rubric: To be created

Board Approved: April 23, 2015
Culminating Activity

**Culminating Activity**
Unit Test (Multiple Choice and Essay Section)

**Rubric for Engaging Scenario:** See National AP World History Rubrics

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mapping of Time Frames</td>
<td>Practice activity blocking out time frames in preparation for the Change Over Time Essay</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Change Over Time/Continuities Essay over the Rise of Asian Dominance</td>
<td>Students will compose an essay analyzing the changes and continuities in the rise of Asian Dominance from 600 to 1450 CE</td>
<td>40 minutes (approximate-- will be done outside of class)</td>
</tr>
<tr>
<td>3</td>
<td>Free Response Essay--Disease, Technology, and Migrations</td>
<td>Students will argue with supporting evidence which factor had a bigger impact on development during this time period: Disease, Technology, and Migrations</td>
<td>15 Minutes</td>
</tr>
</tbody>
</table>
Unit 4: Period 4: Global Interactions c. 1450 CE to 1750 CE

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>increasing globalization and the emergence of new trade routes, i.e., Atlantic Circuit</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>European technological advancements in cartography and navigation</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Emergence of new trading empires; i.e., Spanish, Dutch, French, Portuguese, British</td>
<td>compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Emergence of Land Empires; i.e., Ottoman, Russian, Qing, Mughal</td>
<td>compare</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
Demographic changes as a result of exploration and conquest | analyze | 4 | 3
---|---|---|---
Slavery and other forms of coerced labor | analyze | 4 | 3
New Economic Systems and Entrepreneurial classes | Evaluate | 5 | 3

**Essential Questions:**
1. How did colonization impact the environment and demographics of both the Eastern and Western Hemispheres?
2. How did new empires expand differently than previous periods?
3. How does globalization impact the development of new social classes and forms of labor?

**Enduring Understanding/Big Ideas:**
1. The emergence of the Atlantic trade circuit has a negative impact on the population of the Americas and Africa through the spread of disease and the slave trade; however, the movement of new animals and crops will dramatically improve the lives of many in the Americas and Europe.
2. New empires expanded through trade and conquest, using new navigational technology and new military technology with the emergence of gunpowder.
3. The development of new economic systems and trade contribute to the emergence of new political and economic elites, as well as new hierarchies based on ethnicity and race.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>globalization</td>
<td>caravel</td>
</tr>
<tr>
<td>cartography</td>
<td>astrolabe</td>
</tr>
<tr>
<td>merchant</td>
<td>trading-post empire</td>
</tr>
<tr>
<td>commercialization</td>
<td>mercantilism</td>
</tr>
<tr>
<td>epidemic</td>
<td>joint-stock company</td>
</tr>
<tr>
<td>slavery</td>
<td>cash crops</td>
</tr>
<tr>
<td>maritime</td>
<td>syncretism</td>
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<td></td>
<td>encomienda</td>
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<td></td>
<td>mita</td>
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<td></td>
<td>devshirme</td>
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</tbody>
</table>

**Resources for Vocabulary Development:**
Textbook
AP World Review Guide
Engaging Experience 1
Title: Columbian Exchange map
Suggested Length of Time: 45 minutes

Standards Addressed

Priority:
○ Key Concept 4.1. Globalizing networks of communication and exchange

Supporting:
● The Four Historical Thinking Skills:
  ○ Comparison and Contextualization

● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will map the motives for exploration, countries involved, good and animals exchanged in the Columbian Exchange

Blooms Levels: Analyze (4)
Webb’s DOK: Connect ideas, Analyze interrelationships, (Level 3)
Rubric: To be created
Engaging Experience 1
Title: Comparison Chart Empires
Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:
○ Key Concept 4.2. New Forms of Social Organization and Modes of Production
○ Key Concept 4.3. State Consolidation and Imperial Expansion

Supporting:
● The Four Historical Thinking Skills:
  ○ Comparison and Contextualization
● Course Themes:
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will create a comparison chart comparing how the new empires (Spanish, Russian, Ottoman) built and maintained their empires politically, socially, and economically.

Blooms Levels: Compare (4)
Webb’s DOK: Describe, Compare, and Contrast (Level 3)
Rubric: To be created
Topic 3: Imperial Expansion and Consolidation

Engaging Experience 1
Title: Comparison Empires Essay
Suggested Length of Time: 40 Minutes (or how long it takes students to complete assignment outside of class)

Standards Addressed

Priority:
○ Key Concept 4.2. New Forms of Social Organization and Modes of Production
○ Key Concept 4.3. State Consolidation and Imperial Expansion

Supporting:
• The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis

• Course Themes:
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Compare the historical processes of empire building in the Spanish maritime empire during the period from 1450 through 1800 with the historical processes of empire building in ONE of the following land-based empires.

• The Ottoman Empire
  OR
• The Russian Empire

Blooms Levels: Compare (4)
Webb’s DOK: Describe, Compare, and Contrast (Level 3)
Rubric: See National AP World History Comparison Rubric
Engaging Experience 1

Title: Silver Trade

Suggested Length of Time: 50 Minutes (or how long it takes students to complete assignment outside of class)

Standards Addressed

Priority:
- Key Concept 4.1. Globalizing networks of communication and exchange

Supporting:
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Historical Interpretation and Synthesis

- Course Themes:
  - Development and Interaction of Cultures
  - Creation, Expansion, and Interaction of Economic Systems
  - Development and Transformation of Social Structures

Detailed Description/Instructions:
Analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. (See 2006 AP World DBQ)

Blooms Levels: Evaluate (5)
Webb’s DOK: Evaluate (Level 4)
Rubric: See National AP World History Comparison Rubric
Culminating Activity

Unit Test (Multiple Choice and Essay Section)

Rubric for Culminating Activity: See National AP World History Rubrics

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Columbian Exchange</td>
<td>mapping the exchange of crops and animals in the Americas, Europe, and Africa</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Empire Comparison</td>
<td>chart comparing the Spanish, Ottoman, and Russian</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>Comparative Essay</td>
<td>Students will write a comparative essay based on the AP format comparing the rise of the Spanish empire with the Ottoman or Russian</td>
<td>40 minutes (approximate-- will be done outside of class)</td>
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<tr>
<td>4</td>
<td>DBQ - Silver Trade</td>
<td>Students will write a DBQ essay on the silver trade.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 5: Period 5: Industrialization and Global Integration, c. 1750 to c. 1900

Subject: AP World History
Grade: 10-12
Name of Unit: Period 5: Industrialization and Global Integration, c. 1750 to c. 1900
Length of Unit: 16-19 days
Overview of Unit: Industrialization and the Global Integration in the Modern World

Priority Standards for unit:
- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation-State Formation
- Key Concept 5.3. Nationalism, Revolution, and Reform
- Key Concept 5.4. Global Migration

Supporting Standards for unit:
The Four Historical Thinking Skills:
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Themes:
1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the rise of mechanization and new farming methods</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
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<tr>
<td>social and economic impacts of industrialization</td>
<td>evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>new patterns of global trade</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>developments in transportation and globalization</td>
<td>evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>political and economic philosophies</td>
<td>compare</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>causes of Imperialism</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
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</table>

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>development of racial ideologies and other social impacts of Imperialism</th>
<th>evaluate</th>
<th>5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>economic and political effects of Imperialism</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>impact of revolutions</td>
<td>compare</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>global migration and its causes</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How did revolutions change political systems around the world?
2. What happened during the Industrial Revolution and how did this change the economic and social structure of societies?
3. Why did Imperialism begin and how did it impact mother countries and colonies?

**Enduring Understanding/Big Ideas:**

1. The American, French, Latin American, and Haitian Revolutions drastically changed political organizations and influenced other countries and colonies to explore ideas of nationalism and overthrow systems of monarchy.
2. During the Industrial Revolution, new technology and methods of production completely changed the ways of life of people in industrializing societies, restructuring the roles of various social classes and modifying the means of trade between regions.
3. Imperialism was spurred by the need for raw materials and new markets brought on by the Industrial Revolution. Lesser developed nations were conquered and exploited by industrialized nations.

**Unit Vocabulary:**

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<tbody>
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<td>industrial</td>
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<tr>
<td>rural</td>
<td>capitalism</td>
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<tr>
<td>production</td>
<td>socialism</td>
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<td>resources</td>
<td>factory</td>
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<td>textile</td>
<td>mechanization</td>
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<td>market</td>
<td>revolution</td>
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<td>reform</td>
<td>nationalism</td>
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<tr>
<td>liberal</td>
<td>race</td>
</tr>
<tr>
<td>conservative</td>
<td>imperialism</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Textbook
AP World Review Guide

Board Approved: April 23, 2015
Engaging Experience 1

Title: Comparison Essay over the Political Revolutions

Suggested Length of Time: 40 minutes (approximate--will be done outside of class)

Standards Addressed

Priority:
○ Key Concept 5.2. Imperialism and Nation-State Formation
○ Key Concept 5.3. Nationalism, Revolution, and Reform

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis

● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will compose an essay comparing two of the following four revolutions: American Revolution, French Revolution, Latin Revolution, Haitian Revolution. Students must bring in specific examples from our study of history.

Blooms Levels: Compare (Level 4)

Webb’s DOK: Describe, Compare, and Contrast (Level 3)

Rubric: See National AP World History Comparison Essay Rubric
Engaging Experience 1
Title: Capitalism and Socialism Socratic Seminar
Suggested Length of Time: 45 Minutes
Standards Addressed
Priority:
○ Key Concept 5.1. Industrialization and Global Capitalism
○ Key Concept 5.4. Global Migration
Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis
● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will research information about Capitalism and Socialism on their own, and then during class, they will engage in a Socratic Seminar that analyzes these economic theories and their impact on the events of the Industrial Revolution.

Blooms Levels: Evaluate (5)
Webb’s DOK: Cite evidence and develop a logical argument (Level 3)
Rubric: To be created

Engaging Experience 2
Title: Document Based Question Essay over the Opinions of Imperialism
Suggested Length of Time: 40 Minutes (or how long it takes students to complete assignment outside of class)
Standards Addressed
Priority:
○ Key Concept 5.2. Imperialism and Nation-State Formation
○ Key Concept 5.4. Global Migration
Supporting:
● The Four Historical Thinking Skills:
Course Themes:
- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will compose an essay in which they use excerpts from various historical documents to support an argument. The essay question is “What are the various perceptions and opinions of Imperialism? What additional document would help you in your essay writing?”

Blooms Levels: Analyze (3)
Webb’s DOK: Analyze interrelationships among concepts, issues, and problems (Level 3)
Rubric: See National AP World History Comparison Rubric
Culminating Activity

Unit Test (Multiple Choice and Essay Section)

Rubric for Engaging Scenario
See National AP World History Rubrics
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparison Essay over the Political Revolutions</td>
<td>Students will compose an essay comparing two of the following four revolutions: American Revolution, French Revolution, Latin Revolution, Haitian Revolution</td>
<td>40 minutes (approximate--will be done outside of class)</td>
</tr>
<tr>
<td>2</td>
<td>Capitalism and Socialism Socratic Seminar</td>
<td>Students will research information about Capitalism and Socialism on their own, and then during class, they will engage in a Socratic Seminar that analyzes these economic theories and their impact on the events of the Industrial Revolution.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Document Based Question Essay over the Opinions of Imperialism</td>
<td>Students will compose an essay in which they use excerpts from various historical documents to support an argument.</td>
<td>50 minutes (approximate--will be done outside of class)</td>
</tr>
</tbody>
</table>
Unit 6: Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present

Subject: AP World History
Grade: 10-12
Name of Unit: Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present
Length of Unit: 16-19 days
Overview of Unit: Post-Modern World

Priority Standards for unit:
- Key Concept 6.1. Science and the Environment
- Key Concept 6.2. Global Conflicts and their Consequences
- Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

Supporting Standards for unit:
The Four Historical Thinking Skills:
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

Course Themes:
1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Blooms Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>scientific achievements and their impact</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>environmental changes and demographic transition</td>
<td>evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>technology in warfare</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>decolonization and nationalist movements</td>
<td>compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>movement of people and its consequences</td>
<td>evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>global military conflicts</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Cold War alliances</td>
<td>compare</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>political and economic globalization</td>
<td>analyze</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: April 23, 2015
**Essential Questions:**

1. How do scientific and technological advances impact the environment and demographics globally?
2. Why are the World Wars and the Cold War examples of modern warfare and how do they change the global political landscape?
3. How have the events of the 20th and 21st century shaped the development of new economic, social, and cultural structures?

**Enduring Understanding/Big Ideas:**

1. Growing population worldwide has been supported by new advances in transportation and medicine while new technology has allowed humans to consume more resources impacting the environment.
2. Technological advancements have dominated warfare in the 20th century causing human casualties on an unprecedented scale while leading to political divisions such as Cold War rivalries, Decolonization, and new nationalistic movements.
3. The end of global conflicts of the 20th century as well as increasing globalization have caused the rise of popular and consumer cultures, reevaluation of the traditional social hierarchy, and growth of international economic organizations and trade networks.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>vaccine</td>
<td>consumerism</td>
</tr>
<tr>
<td>ideology</td>
<td>feminism</td>
</tr>
<tr>
<td>popular culture</td>
<td>conservation</td>
</tr>
<tr>
<td>refugee</td>
<td>environmentalism</td>
</tr>
<tr>
<td>displacement</td>
<td>demographic transition</td>
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<td>humanitarian</td>
<td>NGOs</td>
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<tr>
<td></td>
<td>terrorism</td>
</tr>
<tr>
<td></td>
<td>conscription</td>
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<tr>
<td></td>
<td>bipolar</td>
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<tr>
<td></td>
<td>multinational</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Textbook
AP World Review Guide

Board Approved: April 23, 2015
Engaging Experience 1

Title: Comparison Essay of the effects of World War I

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:
○ Key Concept 6.2. Global Conflicts and their Consequences

Supporting:
● The Four Historical Thinking Skills:
  ○ Crafting Historical Arguments from Historical Evidence
  ○ Chronological Reasoning
  ○ Comparison and Contextualization
  ○ Historical Interpretation and Synthesis

● Course Themes:
  ○ Interaction Between Humans and the Environment
  ○ Development and Interaction of Cultures
  ○ State-Building, Expansion, and Conflict
  ○ Creation, Expansion, and Interaction of Economic Systems
  ○ Development and Transformation of Social Structures

Detailed Description/Instructions:

Students will complete a comparison essay that analyzes the effects of World War I on two of the following regions: East Asia, South Asia, or the Middle East. They need to support their arguments with specific examples from history

Blooms Levels: Compare (Level 4)

Webb’s DOK: Describe, Compare, and Contrast (Level 3)

Rubric: See National AP World History Comparison Essay Rubric

Board Approved: April 23, 2015
Engaging Experience 1
Title: Green Revolution Socratic Seminar
Suggested Length of Time: 45 Minutes - 1 hour

Standards Addressed

Priority:
- Key concept 6.1 Science and Environment

Supporting
- The Four Historical Thinking Skills:
  - Crafting Historical Arguments from Historical Evidence
  - Historical Interpretation and Synthesis
- Course Themes:
  - Interaction Between Humans and the Environment

Detailed Description/Instructions:
Students will participate in a Socratic Seminar based on the documents in the 2011 released AP World History DBQ. Students will discuss the documents based on how the DBQ is scored, this discussion will apply the documents to the AP World History rubric by analyzing the causes and consequences of the Green Revolution from 1945 to present.

Blooms Levels: Analyze (4)
Webb’s DOK: Cite evidence and develop a logical argument (Level 3)
Rubric: see National AP World History generic rubric.

Board Approved: April 23, 2015
Engaging Experience 1
Title: Document Based Question Essay over the Olympics
Suggested Length of Time: 40 Minutes

Standards Addressed

Priority:
○ Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

Supporting:
● The Four Historical Thinking Skills:
○ Crafting Historical Arguments from Historical Evidence
○ Chronological Reasoning
○ Comparison and Contextualization
○ Historical Interpretation and Synthesis

● Course Themes:
○ Interaction Between Humans and the Environment
○ Development and Interaction of Cultures
○ State-Building, Expansion, and Conflict
○ Creation, Expansion, and Interaction of Economic Systems
○ Development and Transformation of Social Structures

Detailed Description/Instructions:
Students will complete a DBQ essay about the Olympic Games. Students will answer the question, “Based on the documents, analyze the factors that shaped the modern Olympic movement”, by citing evidence from the documents given.

Bloms Levels: Analyze (3)

Webb’s DOK: Analyze interrelationships among concepts, issues, and problems (Level 3)

Rubric: See National AP World History DBQ Essay Rubric

Board Approved: April 23, 2015
Culminating Activity

Unit Test (Multiple Choice and Essay Section)

**Rubric for Culminating Activity:** See National AP World History Rubrics

Board Approved: April 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparison Essay of the effects of World War I</td>
<td>Students will complete a comparison essay that analyzes the effects of World War I on two of the following regions: East Asia, South Asia, or the Middle East.</td>
<td>40 minutes</td>
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<tr>
<td>2</td>
<td>Causes and consequences of the Green Revolution 1945 to present</td>
<td>Students will participate in a DBQ socratic seminar based on documents from the 2011 AP World History release DBQ on the Green Revolution</td>
<td>45 min - 1 hour</td>
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<tr>
<td>3</td>
<td>Document Based Question Essay over the Olympics</td>
<td>Students will complete a DBQ essay about the Olympic Games. Students will answer the question, “Based on the documents, analyze the factors that shaped the modern Olympic movement”.</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

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